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ABSTRACT

The goal of this module is to expand the teacher's skill in working with parents of young handicapped children to foster the children's learning. It is designed to extend the teacher's skill in exchanging information with parents, and provides guidelines on working with individual families as well as conducting group meetings with parents. Activities presented require the student to demonstrate skill in developing and implementing a home-school plan with the family of one pupil and carry out a workshop for parents of the pupils in a class. (JD)

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TOWARD COMPETENCE

INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

Parent Involvement in the Education of
Young Handicapped Children
MODULE III

PARENTS AS PARTNERS: HOME-SCHOOL PLANS

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of the City University of New York

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PARENT INVOLVEMENT IN THE EDUCATION
OF
YOUNG HANDICAPPED CHILDREN

MODULE III:

PARENTS AS PARTNERS: HOME-SCHOOL PLANS

SHIRLEY COHEN, HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

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WHAT IS COMPETENCY-BASED TEACHER EDUCATION?

The set of materials you are about to begin using represents a new direction in teacher education. Called competency-based teacher education, this approach to training teachers emphasizes the teacher's performance--what he or she is actually able to do as the result of acquiring certain knowledge or skills.

Performance in a specific area is referred to as a competency. Thus, what we expect the teacher to be like after completing his education can be described in terms of the competencies he should have. The emphasis is on doing rather than on knowing, though performance is frequently the result of knowledge.

This shift in emphasis from knowing to doing accounts, to a great extent, for the differences you will notice in the format and content of these materials. To begin with, the set of materials itself is called a module because it is thought of as one part of an entire system of instruction. The focus has been narrowed to one competency or to a small group of closely related competencies. The ultimate aim of the module is expressed as a terminal objective, a statement describing what you, the teacher, should be able to do as a result of successfully completing this module.

Your final performance, however, can usually be broken down into a series of smaller, more specific objectives. As you achieve each of these, you are taking a step toward fulfilling the ultimate goal of the module. Each intermediate objective is the focus of a group of activities designed to enable you to reach that objective.

Together, the activities that make up each element, or part, of the module enable you to achieve the terminal objective.

There are several kinds of objectives, depending on what kind of performance is being demanded of you. For example, in a cognitive-based objective, the emphasis is on what you know. But since these are behavioral objectives, what you know can only be determined overtly. An objective can only be stated in terms of your behavior--what you can do. You might, for instance, be asked to demonstrate your knowledge of a subject by performing certain tasks, such as correctly completing arithmetic problems or matching words and definitions. In addition to cognitive-based objectives, there are performance-based objectives, where the criterion is your actual skill in carrying out a task; consequence-based objectives, for which your success in teaching something to someone else is measured; and exploratory objectives, which are open-ended, inviting you to investigate certain questions in an unstructured way.

Along with the assumption that the competencies, or behaviors, that make for successful teaching can be identified goes the assumption that these competencies can be assessed in some way. In fact, the statement of objectives and the development of assessment procedures form the main thrust of competency-based teacher education. The module, and the activities it contains or prescribes, is just a way of implementing the objectives.

But the module does have certain advantages as an instructional tool. For one thing, it enables you to work on your own and at your own pace. The activities are usually varied so that you can

select those which are best suited to your learning style. And the module enables you to cover certain subject areas with maximum efficiency; since if you pass the pre-assessment for a given objective, you are exempted from the module implementing that objective. What matters is not the amount of classroom time you put in on a subject but your ability to demonstrate certain competencies, or behaviors.

OVERVIEW

Some special educators may be disturbed by the concept of a home-school partnership. They may be concerned about its effect upon their authority in the classroom or about parents' lack of professional preparation. They may be concerned that some parents' strong emotional involvement with their children may affect their ability to look at their children objectively. These are valid sources of concern and caution, but they are not insurmountable obstacles.

A home-school partnership does not mean that teachers relinquish their authority to make educational decisions. It does mean that they solicit and utilize in their decision-making the special knowledge which parents have about their children. It does mean that teachers take family factors into consideration in their planning, because they recognize the strong influence of the home on the child's functioning. It does mean that they extend their concern about a child's learning beyond the five hours a day in which they relate directly to the child.

The concept of a home-school partnership does not imply that teachers should work with every parent. There are some parents who are not ready or able to participate in such a relationship. What it does imply is that teachers should have the skills to work in partnership with parents when it is appropriate and beneficial to do so.

A partnership with parents implies mutual respect, a willingness to listen to the other, an interest in learning what the other has to offer, a respect for the concerns and priorities of the other, and a willingness to modify one's own plans and premises to take into account what one learns from the other partner in the relationship.

Home-school plans are plans for marshaling the special strengths of the home and the school to work in complementary, mutually reinforcing ways to further the child's development.

The goal of this module is to expand your skill in working with parents to foster children's learning. This module consists of three elements. Element I is designed to extend your skill in exchanging information with parents. Element II is designed to extend your skill in working with individual families on home-school plans. Element III is designed to extend your skill in conducting group meetings with parents. In this module you will work with the parents of children in your classes.

Prerequisites

The prerequisites for entry into this module are

1. Successful completion of Module II or exemption from Module II.
2. Employment in an educational program that includes young handicapped children or advanced student teaching in such a program. Advanced student teaching refers to student

teaching which is part of a graduate program and which postdates at least one year of full-time employment as a teacher of handicapped children.

Please provide information about your prerequisite qualifications on the sheet your instructor will give you.

How to Take This Module

If you have gotten this far, you have completed the first two steps in this module, which are to read the overview and to make sure you fulfill the prerequisites. Now you must decide whether you want to continue. If you do, you should plan on spending at least five weeks completing this module, since it is approximately equivalent to one-third of a three-credit course. If you are continuing, you are ready for the pre-assessment, which begins on page 10. When you have finished the pre-assessment you will discuss the results with your instructor, who will help you decide on one of the following entry points:

1. Entry Level I If you do not demonstrate adequate skill on question 1, you should start with Element I and complete all the activities.
2. Entry Level II If you demonstrate adequate skill on question 1, but not on question 2, begin with Element II and complete all the activities which follow.
3. Entry Level III. If you demonstrate adequate knowledge on questions 1 and 2, but not on question 3, complete Element III.

4. If you satisfactorily respond to all pre-assessment questions, you are exempt from this module. You have successfully completed the module cluster Parent Involvement in the Education of Young Handicapped Children.

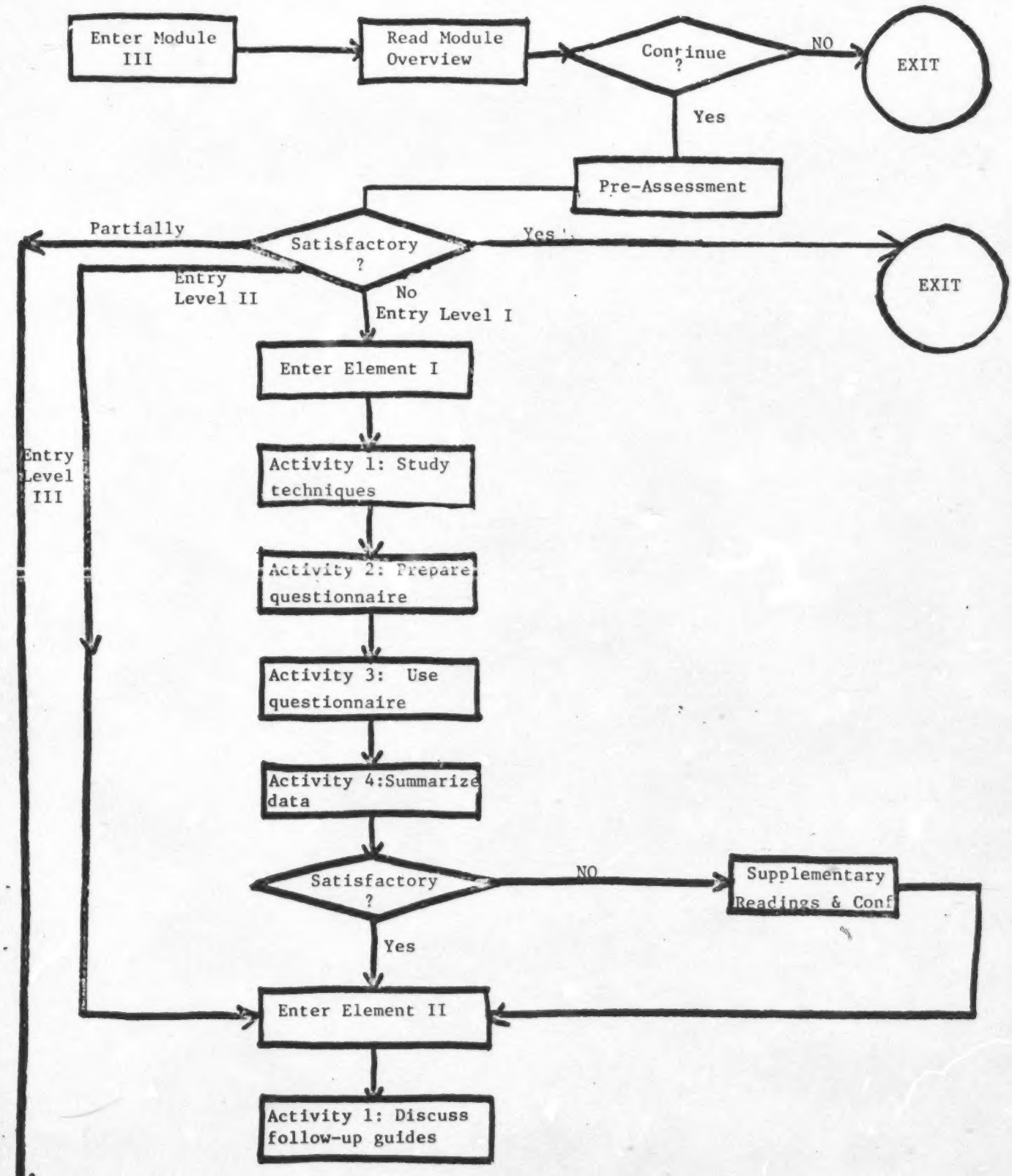
The three elements in this module are designed to enable you to satisfactorily fulfill the terminal objectives of the module:

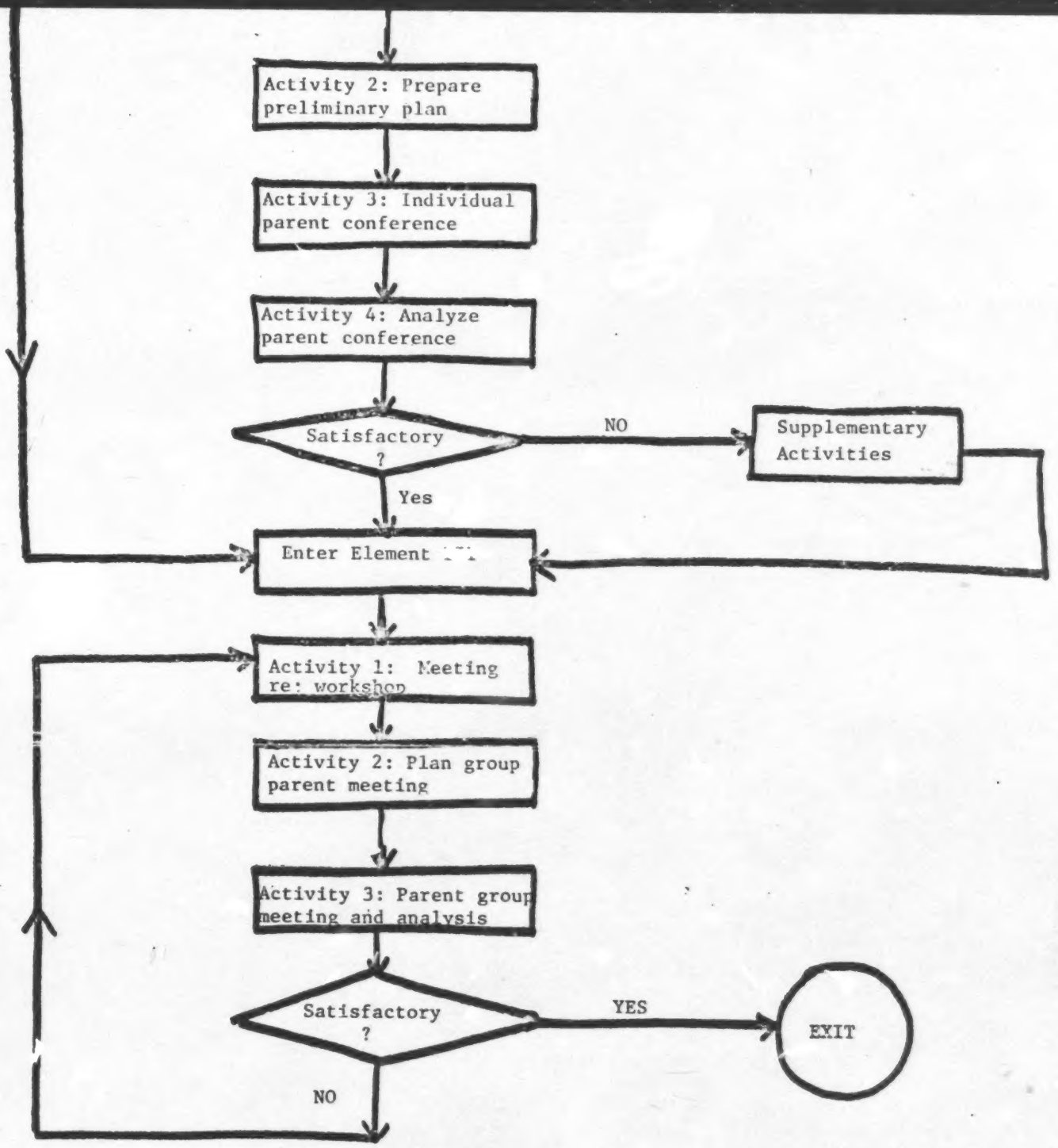
1. You will demonstrate skill in developing and implementing a home-school plan with the family of one of your pupils.
2. You will demonstrate skill in carrying out a workshop for parents of the pupils in your class.

All the activities in each element are required. As soon as you successfully complete one, go on to the next. In addition, the last activity in each of the three elements serves as an assessment indicator. There is no separate post-assessment. When you have successfully completed the three elements, you will have completed the module.

Note that the steps involved in taking this module are shown in graphic form on the flow chart on pages 8-9.

Are you ready to begin? Turn to the pre-assessment, which starts on page 10.


Enter Module III
Read Module Overview
Continue ?
NO
EXIT
Yes
Pre-Assessment
Satisfactory ?
Partially
Yes
EXIT
Entry Level II
No
Entry Level I
Enter Element I
Entry Level III
Activity 1: Study techniques
Activity 2: Prepare questionnaire
Activity 3: Use questionnaire
Activity 4:Summarize data
Satisfactory ?
NO
Supplementary Readings & Conf
Yes
Enter Element II
Activity 1: Discuss follow-up guides


Activity 2: Prepare preliminary plan
Activity 3: Individual parent conference
Activity 4: Analyze parent conference
Satisfactory ?
NO
Supplementary Activities
Yes
Enter Element
Activity 1: Meeting re: workshop
Activity 2: Plan group parent meeting
Activity 3: Parent group meeting and analysis
Satisfactory ?
YES
EXIT
NO

Pre-Assessment

On separate paper, write an answer to each of the following questions:

1. Describe in detail any steps which you have taken to gather information from the parents of pupils in your class and what information you obtained in each case. (Attach sample forms or reports if available.)
2. Describe in detail a home-school plan developed for one of the pupils in your class and the process by which it was formulated and implemented. (Attach a copy of the plan if available.)
3. Describe in detail a group workshop which you conducted for parents of pupils in your class. Include objectives, activities, and outcomes. (Attach written handouts if available.)

Objectives

1. You will be able to design a set of questions appropriate for soliciting from parents information that is relevant to educational planning for their children.
2. You will be able to effectively conduct a parent-teacher conference whose main objective is the gathering of information relevant to educational planning for one of your pupils.

Activity 1

At a group session with your instructor and other trainees, you will study four forms for gathering information from parents. (These forms follow on pages 12, 13, 14, 15 and 16.) Note the kinds of information they solicit. Then discuss the following questions with the group:

1. To what specific uses can the information obtained from each of the sample forms be put?
2. What are the advantages and disadvantages of using written forms to obtain information from parents?
3. In what ways can written forms be used so as to overcome their disadvantages?
4. What alternative is there to using a written form to obtain information from parents?
5. What kinds of information do you want to obtain from parents of young handicapped children?

Form 1

GOALS FOR HOME MANAGEMENT [1]

Dear Parent:

Please indicate one or two objectives in any of the following areas that you would like your child to attain this quarter. Be specific. After you have identified these objectives, we will discuss them with you and will help you plan a program or programs to meet them.

(Please state objectives in terms of child behaviors.)

Gross Motor
1. _____
2. _____

Fine Motor
1. _____
2. _____

Self-help Skills
1. _____
2. _____

Preacademic Skills
1. _____
2. _____

Social Interaction and Language
1. _____
2. _____

Behaviors you would like to increase or decrease
1. _____
2. _____

Please return this form during the first week of school. Thank you.

Sincerely yours,
Val Dmitriev
Coordinator, Down's Syndrome Programs

[1] Taken from Hayden, A.H. A center-based parent-training model. In J. Grim (Ed.) Training parents to teach: Four models. First Chance for Children, Vol. III. Chapel Hill: University of North Carolina, 1974.

Form 2

THE SPECIAL EDUCATION DEVELOPMENT CENTER
CENTER FOR ADVANCED STUDY IN EDUCATION
OF THE CITY UNIVERSITY OF NEW YORK

COMMUNICATING WITH TEACHERS

PARENT QUESTIONNAIRE

The purpose of this brief questionnaire is to help teachers better understand the points of view of the parents of the handicapped children they serve.

1. What have you liked about your child's educational program?

_____

_____

_____

2. What changes (or additions) are you most interested in seeing made in regard to your child's education?

_____

_____

_____

3. What do you hope will be accomplished through your child's school program this year?

_____

_____

_____

4. What would you be willing and able to do to help improve your child's school program?

_____

_____

_____

5. In what way (if any) would you like the school to help you with your child's behavior and learning at home?

_____

_____

_____

Shirley Cohen

Forms 3

PARENTAL CONCERNS[2]

The purpose of this form is for you to give us some idea of what you feel is important in planning a program for your child. Beside each area please check the box which best describes your concern.

	NEEDS NO WORK	NEEDS SOME WORK	NEEDS A LOT OF WORK
1. Self-help skills such as dressing, toileting, and eating.			
2. Gross motor skills such as walking, jumping, climbing, and throwing a ball.			
3. Receptive language skills (understanding what others say) such as following simple commands like "Wash your hands."			
4. Expressive language skills such as speaking clearly, stating wants, and naming objects.			
5. Social-emotional skills such as getting along with others. Appropriate expression of wants and feelings such as controlling temper and not biting, hitting, or hurting others.			
6. Fine motor skills such as tying shoes, buttoning clothes, using scissors, and writing name.			
7. Thinking skills such as understanding numbers; remembering objects, symbols or events; and using information to solve problems.			

What specific things do you think your child needs to learn?

---

2 Taken from Cansler, D. P. and Martin, G. H. Working with families: A manual for developmental centers. Reston, Virginia: Council for Exceptional Children, undated, p.i.

Form 4

PARENT RATING OF NEEDS FOR SERVICE[3]
(PRNS)

Please rate all the following areas of service according to their importance for you.

	Please Check: not important	some importance	very important
1. Training in classroom activities and teaching methods.			
2. Interpretation of test results.			
3. Counseling for family problems.			
4. Suggestions of other available services in the community.			
5. Help with managing behavior of children (temper tantrums, toilet training, eating habits, etc.).			
6. Transportation.			
7. Suggestions for home activities for the preschool child.			
8. Training for brothers and sisters of the preschool child.			
9. Meetings for groups of parents.			
10. Suggestions for inexpensive or homemade learning and play materials.			

Please make any comments or suggestions for other services you feel are important.

3 Ibid,. p. ii.

Activity 2

Prepare a list of questions which is appropriate for use with the parents of your pupils. Describe in writing how you would use these questions. Then write a brief rationale for your selection of questions and the method of using them.

Your instructor will inform you whether you are to turn in this report for evaluation or present it orally at a group session with other trainees. When your report is judged satisfactory, go on to Activity 3.

Activity 3

You will now get a chance to use the questions you have prepared to gather information from parents of pupils in your class.

1. Conduct an information exchange meeting with the parent(s) of one of your pupils. (Before meeting with parents, obtain their written consent for audictaping the meeting.)

2. Use the written questionnaire which you have prepared to gather information from parents of at least three other pupils in your class.

When you have completed both of these steps, go on to Activity 4, which is the post-assessment for this element.

Activity 4

Write a short summary of the information you obtained in Activity 3. For each piece of information reported indicate

1. Whether it has any relevance to educational planning for the pupil in question.

2. What the specific implication of this information is, i.e., how it would affect your objectives, activities, or methods of teaching this child.

Use the format shown below for your report.

Information	Relevance to Educational Planning	Implications for Teaching Strategies

Finally, write a paragraph in which you compare the information obtained from the interview with the information obtained from the written questionnaire.

Your instructor will inform you whether your report and interview tape are to be turned in for evaluation or presented for group analysis.

If your report and tape are judged satisfactory, go on to Element II, page 20. If they are not satisfactory, read the material listed below as a supplementary activity. Then confer with your instructor before going on to Element II.

Supplementary Readings

Kroth, R.L. Facilitating educational progress by improving parent conferences. Focus on Exceptional Children, 1972, 4, (#7), 1-10.

Kroth, R.L. Communicating with parents of exceptional children: Improving parent-teacher relationships. Denver: Love, 1975.

ELEMENT II

Objective

You will be able to design an effective home-school plan for one pupil in your class.

Activity 1

On the following pages you will find an example of a home follow-up guide made out for two children. In a group meeting with your instructor and other trainees, discuss the following:

1. The appropriateness and value of home follow-up guides in general.
2. The appropriateness and value of this specific home follow-up form.
3. The appropriateness and value of the specific information given by the teacher on these two follow-up guides.
4. Alternate modes or formats for home follow-up plans.

PROGRAM FOR HOME FOLLOW-UP[4]

This week Anthony has been working on . . . .

① Self-help skills
② Big – little

Anthony can do these things:

① He is practicing working with a knife & fork
② He can sweep.
③ He can touch "big" objects and pictures and say "big" when asked to do this.

Here are some activities to try with Anthony:

① Using play dough, which you and Anthony could make together, Anthony could use a knife and fork and practice his cutting skills at home. He loves this and is doing well! (Play dough recipe: 2 cups flour, 1 cup salt, 1 tablespoon oil, and 1/2 cup water). Roll play dough around into shape of hot dog and put it on a plate to cut.
② Let Anthony help you sweep. He's so good at this, – I know he's had good training here at home!
③ A game can be played by you and other members of the family – brothers and sisters – to remind Anthony of "big". It goes like this: Say, "Look at me!" look and see, find the big one and give it to me! Use blocks of the same color, or pictures from Sears catalogs or cards. For example: a big red dress and a little red dress; a big blue suitcase and a little blue suitcase.

4 Taken from Cansler, D.P. and Martin, G.P. Op. cit., p.xi.

PROGRAM FOR HOME FOLLOW-UP[5]

This week Alicia has been working on . . .

1. writing
2. jumping, kicking
3. numbers 1, 2

Alicia can do these things:

1. Alicia can trace the letters A I
2. She can jump down from a step one foot high.
3. She can kick a large ball
4. She can count one object. She is beginning number 2.

Here are some activities to try at home with Alicia:

1. Make letters A I 2" high for her to trace:

2. Have her step up on stool or other object close to floor (10" to 12") and jump down by herself.
3. Roll a large ball to her and ask her to "kick the ball."
4. Ask Alicia to "point to one" object, or "give me one" object, (example: one book, one cup).

---

5 Taken from Cansler, D. P. and Martin, G. H. Op. cit., p.ix.

Activity 2

Identify one child in your class with whom you will work in this element. Select either the child whose parent(s) you interviewed or one of the children whose parents answered your written questionnaire, so that you will already have the basic information you need to begin designing a home-school plan. Do not select the family which will be the most difficult for you to work with. Try to work with that family after you have had more practice and success with other parents.

Prepare a preliminary plan for the child you have selected that includes the following information:

1. A brief description of the child and the parents.
2. The behavioral objectives that you give the highest priority for this child.
3. The objectives and priorities of the parent(s).
4. Your rationale for selecting this family for home-school planning.
5. What you hope to accomplish by working with this family (goals, outcomes).
6. Major strategies or approaches for achieving the above outcomes that seem appropriate to this family's circumstances and style. Keep in mind the various ways you can help parents become more effective home teachers, e.g., observation of the teacher's activities with the child, service as an assistant teacher, practice and simulation under the teacher's guidance, the use of formal home-teaching programs and materials, and home follow-up guides.

Your instructor will inform you whether your preliminary plan is to be turned in for evaluation or evaluated in a group session with the other trainees. If it is judged satisfactory, you will be ready to go on to Activity 3, where you will initiate joint home-school planning.

Activity 3

Arrange to meet with the child's parent(s) to explore the idea of cooperative home-school efforts, to decide upon an initial objective on which to focus, and to explore methods of working toward this objective. You are to tape this meeting (ask permission of the parent(s) first); then save the tape recording for later evaluation.

If you can, bring to the meeting samples of any materials that might be used to achieve an objective both you and the parent(s) consider high-priority.

Before the meeting ends, make sure that both you and the parents have a clear understanding of what has and has not been agreed upon. In addition, establish methods for maintaining communication so that you can plan further home-school efforts and receive feedback on them.

Activity 4

Write a brief analysis of the parent conference you conducted in Activity 3, highlighting difficulties, areas of agreement, and outcomes.

Your instructor will inform you whether this written report and the tape of your meeting are to be turned in for evaluation or evaluated in a group session.

If your report and the tape demonstrate your competence in conducting a planning conference, you may go on to Element III, page 29. If not, your instructor will meet with you to plan additional activities to develop this competence. The supplementary activities which follow may be used for this purpose.

Supplementary Activities

1. Choose one of the home-based training programs for preschool children referred to in Module II or listed in the comprehensive bibliography accompanying Module II. Using materials from this program or materials that you have created according to guidelines provided in this program, conduct a home-training session with the parent of a nonhandicapped child between the ages of two and six. Write a brief report on this session in which you answer the following questions:
   a. Which home-based training program did you use?
   b. What did you do during the session?
   c. How did the parent(s) react?
   d. How did the child react?
   e. What was achieved by the session?

Attach copies of any materials you created for use in this session, and give the report to your instructor for evaluation.

2. Below are two brief case studies of young handicapped children. Develop an initial home-school plan for one of these children. State clearly the following points:

   a. The objectives you would pursue.

   b. How you would work with the parent(s).

   c. The activities you would suggest.

Give your plan to your instructor for evaluation.

Case Study A

Philip M. is a five-and-a-half year old boy in a special class for brain-injured children. His I.Q. is 78, but there is much unevenness in his performance. Philip's difficulties include clumsiness in gait and in gross motor activities. He often becomes upset at not being able to put together the simple puzzles in his classroom. Although Philip's mother has worked with him for months on recognizing letters and numbers through 10, he still confuses or forgets the names of many of them. Philip is somewhat fearful of activities which involve jumping or climbing, although he appears eager to participate in them.

Philip is an only child from a middle-class home. Both parents are college graduates. His mother reported to the school guidance counselor that she is very concerned about his

success in school, particularly his ability to master academic skills. She is also, however, concerned at present with his poor motor control, which manifests itself in spilling, dropping things, falling, inability to button his clothes, messiness at the table, and inability to use the educational toys designed for children his age that his parents buy him.

Mrs. M. asked for ideas from the school on how to help Philip overcome these difficulties.

Case Study B

Mary D. is a seven-year-old girl in a class for educably retarded children. Her I.Q. is 65. Her motor control is excellent. She jumps rope, skips , and hops. She can copy letters beautifully, does puzzles adequately, and does well on matching games. Her comprehension, however, and her language development appear to be quite limited. She listens to stories and looks at picture books but appears to understand little in them. Her vocabulary is limited. While she can name most of the letters of the alphabet and numbers up to 10, she does not appear ready to benefit from initial reading instruction. Nor does she comprehend number facts. She likes to help the teacher and gets along well with the other children.

Mary's mother reports that Mary watches a great deal of television but doesn't understand the programs. She helps with the routine chores, such as sweeping and washing the dishes.

She also helps with the care of the two younger children, who are two-and-a-half and four years old. She plays mostly with younger girls, five-or six-year-olds, because the seven-year olds sometimes call her stupid.

Mrs. D. herself is a high school dropout, but she appears intelligent and alert Mr. D. recently left the family. Mrs. D. appears interested in helping Mary but feels quite burdened by being the head of a household with three young children in it.

ELEMENT III

Objective

You will be able to conduct an effective group meeting for parents of children in your class.

Activity 1

On pages 35-43 of the Appendix you will find ideas taken from a sample workshop for parents on learning in the home. After reading this material, meet with your instructor and other trainees to discuss each of the following items:

1. The objectives
2. The workshop agenda (outline)
3. The parent "take-homes"
4. The workshop evaluation form and its relationship to the objectives.

The focus of the discussion should be the identification of general principles for planning parent workshops. When you are in agreement on these principles, go on to Activity 2.

Activity 2

Identify one objective (or a group of related objectives) that is appropriate for most of the children in your class and that can be attained more efficiently if the home and school work cooperatively. Write a brief rationale for your selection of this objective or set of objectives.

Then design a group meeting for parents of children in your class. The purpose of the meeting should be to stimulate and aid the parents in working toward the above objective (or objectives). Record your plan on the form which follows, on pages 31-32.

Your instructor, perhaps in conjunction with the other trainees, will evaluate your plan. When the plan is approved, go ahead with arrangements to hold the meeting.

Plan for a Group Meeting with Parents

Name of trainee (group leader) _____

Objective(s) of the meeting _____

_____

_____

_____

_____

Place for the meeting _____

Date and time _____

Number of parents invited _____

Schedule of activities _____

_____

_____

_____

_____

_____

_____

_____

Materials to be used _____

_____

_____

_____

_____

Equipment needed _____

_____

_____

Method of obtaining feedback (evaluation of effectiveness) from parents _____

_____

_____

_____

_____

Provisions for follow-up by parents _____

_____

_____

_____

_____

Attach the following:

Sample of invitation to parents.

Sample of evaluation (feedback) form.

Sample of handout(s) to parents.

Activity 3

Arrange for one of the other trainees to attend your meeting as an observer-recorder. You will do the same for him (her). The observer will use the following guidelines in recording observations:

1. Describe specifically, and in sequential order, what the group leader did.
2. Describe the behavioral responses of the parents to each of the activities which took place. Give specific examples whenever possible.

A copy of this observation record is to be given to the instructor.

After the group meeting has taken place, meet with the observer-recorder to discuss the following:

1. The strengths of the meeting (what worked).
2. The weaknesses of the meeting (what didn't work well).
3. The outcome(s) of the meeting.
4. Ways in which the meeting could have been improved.

If the two of you agree on the above points, write a brief statement of your joint conclusions. If the two of you do not agree, each of you is to write a separate brief statement. In either case, the statement or statements are to be given to the instructor.

When the instructor judges that your skill at planning and conducting group meetings is satisfactory, you will have completed Module III.

APPENDIX

Workshop Material for Element III

Learning in the Home[6]

Workshop Objectives

Understanding

Of the special role which the parent of the young handicapped child can play in her (his) child's learning.

Of the learning potential inherent in common household materials and situations.

Of some of the important developmental needs of young children.

Of some of the ways in which the physical environment in the home can be modified to better stimulate the child's learning.

Abilities

To identify at least three skills that can be supported appropriately in the home.

To identify at least three activities natural to the setting that will increase mastery of the above skills.

To identify at least five household objects that can be used in activities designed to support development of the above skills.

Workshop Outline

I Introductions: Who are we?

II Why are we here?

[6] Schmidt, J. and Cohen, S. Group leader's guide to learning in the home: Family activities that teach. New York: The Special Education Development Center, Hunter College, City University of New York, 1973.

III Introduction to the filmstrip

IV Sound filmstrip presentation with discussion either at the end or after each of the five sequences shown

V Coffee break

VI Demonstration of kitchen materials for learning, with questions and discussion

VII Individual applications by parents

VIII Distribution of Parent Take-Home Brochures

IX Completion of workshop evaluation form

LEARNING IN THE HOME: FAMILY ACTIVITIES THAT TEACH

PARENT TAKE-HOME

February 1973

If you will take the time to teach your child to do things for himself, the rewards will be great for both of you. The words you should hear with joy are: "Let me do it myself!"

Dr. Maria Montessori

TIPS TO HELP YOUR CHILD TRY

Put away objects that can be broken easily.

Buy or make child-sized tools: broom, dustpan, mop.

Give your child low drawers for his things.

Find or make a comfortable place for your child to work.

Keep a piece of oilcloth, plastic, or rubber ready for your child to get before he begins to work with liquids or messy materials.

Choose activities that your child can do without becoming upset.

Give your child tools he can use without strain.

Help your child with the parts of a job that are too hard for him to do alone.

- pushing a shopping cart
- sweeping
- vacuuming
- climbing on a stepstool
- carrying unbreakable dishes to the table

ACTIVITIES TO DEVELOP HAND-EYE COORDINATION

- beating eggs
- spreading butter
- washing a table with a sponge
- washing the bathroom sink
- folding laundry
- drying unbreakable dishes
- polishing shoes
- watering plants

ACTIVITIES TO DEVELOP VISUAL DISCRIMINATION AND MATCHING

- placing silverware into tray dividers
- setting the table
- sorting folded laundry into piles
- sorting buttons by color into a muffin tin
- sorting pennies, nickels, and dimes

LEARNING IN THE HOME

Workshop Evaluation: Assessing Achievement of Objectives

Date: _____ Workshop Leader: _____

Workshop Location_____Workshop Length: ½ day___ whole day___

I am a: Parent____ Student ____ Teacher ____ Paraprofessional ____

My child (children) has the following handicaps _____

_____

1. List three skills which your child needs to master that can be appropriately developed in the home.
   1.1 _____
   1.2 _____
   1.3 _____

2. List three activities natural to the home setting that will increase mastery of the above skills.
   2.1 _____
   2.2 _____
   2.3 _____

3. List five household objects that can be used in the above activities.
   3.1 _____
   3.2 _____
   3.3 _____
   3.4 _____
   3.5 _____